



Institution Name:South Texas College

This tool is designed to help your college assess how far along you are in implementing essential guided pathways practices at scale. Don't be concerned if your college has made little progress in implementing any given practice. Conversely, if your team has indicated complete implementation in all practices, you may want to revisit your team's responses to ensure an honest and courageous appraisal. Assess the extent to which each practice listed in the first column of the tool is currently implemented at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following or planning to follow this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is planning to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all degree-seeking students

Due date for submission of a draft assessment is October 23, 2017. Please submit to Raquel Garza (rgarza@tacc.org). Questions? Contact Martha Ellis at mellis@austin.utexas.edu

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Draft Clusters, Beginning curriculum crosswalks to occupations, progress on Math pathways, learning outcomes review, more articulation agreements in progress. pilot FTIC mandatory advising.</p>	<p>Next Steps Finalize clusters, design evaluation plan, align curricula to clusters (identify common courses), map articulation agreements,</p> <p>Timeline Clusters, Spring 2018, curriculum alignment, Spring 2018? Articulation agreements-ongoing</p>
<p>b. Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Most workforce departments and some academic programs have information, not at scale for all programs, Career coach has some information, however this is not systemically aligned to clusters or programs. All information needs to be pulled from the same data source to ensure we do not have conflicting information.</p>	<p>Next Steps The accuracy of current occupation information on website should be evaluated and should come from the same source data. (SACSCOC policy requires information not be misleading). Information needs to be organized by clusters, once clusters are in place. It should be organized in a singular location, in addition to separate department webpages.</p> <p>Timeline Review of current information could happen Spring 2018, organization of occupational</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
			information by cluster can begin fall 2018.
<p>c. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Have map of programs to endorsements. Degree plans outlining courses to take. Need to make more progress in having students utilize degree works and move away from default Interdisciplinary studies major.</p>	<p>Next Steps Review Endorsment to degree crosswalk when clusters are defined and mapped to programs. Encourage faculty to implement degree works into instructional time to familiarize students.</p> <p>Timeline Review crosswalk Fall 2018 after clusters and programs are re-aligned.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<p>d. Programs are aligned with 4-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Updating UTRGV articulations and TAMUK articulations.</p>	<p>Next Steps Finalize agreements with UTRGV and TAMUK</p> <p>Timeline UTRGV by end of 2017, ongoing process as curriculum changes</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<p>2. HELPING STUDENTS ENTER A PATHWAY</p> <p>a. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Career Coach has begun the process of implementing the new assessment tool. New student orientation has been expanded by division (Math & Science and other divisions). First Year Connection have been implemented. Also mandatory FTIC advising. In College Success, Career Coach assessment is a requirement. NCB development for students who fall within a narrow range of TSI scores for Math. INRW course for students in highest level of both Reading and Writing. Co-requisite developmental courses for all developmental courses. Orientation for dual credit students has also been implemented. Holistic advising is at scale institutionally.</p>	<p>Next Steps Staff training and hiring new student services. Faculty advising is still in process of being implemented fully, as well as holistic advising. Faculty advisors have been trained, but need to track how many students received faculty advising. Need to develop a tracking system to document which students receive faculty students advising. Training faculty for advising has been met, but need to work on implementation. Train faculty to document in degreeworks when students are advised. Career exploration will be done during New Student Orientation.</p> <p>Timeline New Student Orientation will be implemented at 100% Fall 2018. By Fall 2018 faculty advising will be implemented regularly.</p>

<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—as soon as possible.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Starfish has been piloted and scaled to track student issues. All faculty have access and still scaling of implementation. Project Hire has been institutionalized. SI courses continue to be offered as well as Dreamcatchers.</p>	<p>Next Steps Continue training in Starfish and expand to Dual courses. Starfish evaluation developed. Online tutoring has been scaled. Continued SI section offerings. Identify which gateway courses for which programs, develop Integrated courses.</p> <p>Timeline Fall 2018 implement Starfish at scale and evaluate.</p>
<p>c. Required math courses are appropriately aligned with the student’s field of study.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: New math courses have been implemented for specific program alignment.</p>	<p>Next Steps Further expand co-requisite courses and NCB. Align math courses to the meta-majors.</p> <p>Timeline By fall 2018 math courses are appropriately aligned to meta-majors.</p>
<p>d. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Project HIRE which helps ADA students in college courses; more intrusive advising, and personal counseling for struggling students. Co-requisites have been expanded.</p>	<p>Next Steps Project HIRE will be scaled with personal counselors.</p> <p>Timeline Fall 2018 Project HIRE and intrusive advising will be at scale.</p>



<p>e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: High school endorsements and career fairs at high schools, Dual to Degree orientations are done. Provide financial advisement for high school dual students.</p>	<p>Next Steps Will continue to expand current efforts at career fairs, and</p> <p>Timeline Fall 2018 a large % of feeder high schools will have STC representation such career fairs.</p>
---	--	---	---



TEXAS PATHWAYS
SCALE OF ADOPTION ASSESSMENT
Advance Work All Cadres, Institute #3

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<p>3. KEEPING STUDENTS ON THE PATH</p> <p>a. Advisors monitor which program every student is in and how far along he/she is toward completing the program requirements.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Implemented Degreeworks and Starfish assignments. Trained apx 292 faculty as advisors. Faculty advisors are documenting on Degreeworks Implemented mandatory advising for FTIC students (registration period)</p>	<p>Next Steps Examine number of students using Degreeworks and why they might not be using the program. Continue to train faculty advisors and examine number of students advised and how often. Examine number of students participating in mandatory advising. Ensure that 100% of first time in college students have a hold so they may be advised. Identify and target undeclared majors for advisement.</p> <p>Timeline Fall 2018</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Implemented Degreeworks and Starfish assignments. Trained apx 292 faculty as advisors. Faculty advisors are documenting on Degreeworks Implemented mandatory advising for FTIC students (registration period) Placed college catalog on the homepage.</p>	<p>Next Steps Completed student assignments. Evaluate the the efficiency of DegreeWorks. Compare average time to completion for those who used DegreeWorks and those who did not.</p> <p>Timeline Fall 2018</p>

<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Students using DegreeWorks see when they are off track. Probation/suspension are contacted - intervention</p>	<p>Next Steps Talk to Financial Aid to see if classes outside of degree plans are still being covered Identify students early and notify them. Evaluate our current processes on how they are identified and notified and who knows them. Explore options of mandatory advising for all students (including dual credit) prior to registrations.</p> <p>Timeline Fall 2018</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.</p>	<p>□ Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Advisors recommend "backup" plans for students who are unlikely to be accepted into limited access programs. Other programs are recommended and Pathways have been developed to help students desiring to be nurses move into their desired program in the future. Extra point awarded for nursing students who take College Success for Health Care course.</p>	<p>Next Steps Include 1 hour of "backup" planning in the College Success for Health Care Courses.</p> <p>Timeline Completed</p>
<p>GUIDED PATHWAYS ESSENTIAL PRACTICES</p>	<p>SCALE OF ADOPTION AT OUR COLLEGE</p>	<p>PROGRESS IMPLEMENTING PRACTICE</p>	<p>IMPLEMENTATING PRACTICE AT SCALE</p>

<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Courses are scheduled at multiple times and venues to accommodate student schedules in a predictable way.</p>	<p>Next Steps Examine need for programs offered in different campuses</p> <p>Timeline Fall 2018</p>
--	--	---	---



TEXAS PATHWAYS
SCALE OF ADOPTION ASSESSMENT
Advance Work All Cadres, Institute #3

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: All programs have PLO's intentionally designed for alignment</p>	<p>Next Steps The Learning Outcomes Assessment Committee facilitates further PLO refinement and alignment</p> <p>Timeline Spring 2018</p>
<p>b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, services learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Numerous programs have various degrees of these practices</p>	<p>Next Steps Facilitate communication between programs that offer these opportunities to students with programs that currently do not. Identify existing strong programs and partner with programs with no such opportunities.</p> <p>Timeline Fall 2018</p>
<p>c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Created and assembled the Learning Outcomes and Assessment Committee.</p>	<p>Next Steps Implement comprehensive assessment tools and curriculum maps which detail when PLO's are introduced, reinforced, and mastered.</p> <p>Timeline Spring 2018</p>

<p>d. Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional college efforts.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Increased Professional and Organizational development; revised faculty evaluation plan; best practices being developed in certain programs</p>	<p>Next Steps Include PLO assessment as an essential element in program review.</p> <p>Timeline Fall 2018</p>
<p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Specific programs currently utilize portfolios and documentation of student learning both incrementally and summatively</p>	<p>Next Steps Consider the development of a method of documentation for AA and AS students analogous to the portfolio model already in use in various AAS and BAS programs</p> <p>Timeline Spring 2018</p>
<p>f. The college assesses effectiveness of educational practice (e.g., using <i>CCSSE</i> or <i>SENSE</i>, etc.) <u>and</u> uses results to create targeted professional development.</p>	<p>Not Occurring Not Systemic Planning to Scale Scaling in Progress At Scale</p>	<p>Progress to date: Professional development activities are routinely and intentionally designed based on results</p>	<p>Next Steps Wait for results from the next <i>CCSSE</i> or <i>SENSE</i>, etc., to determine area of focus for professional development</p> <p>Timeline Spring 2018</p>